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ABSTRACT

This guide provides descriptions of 33 promising practices in career education in Massachusetts, which represent a cross-section of geographical locations, student populations, and program components. It is designed for use by school administrators, guidance personnel, teachers, and community members who are looking for suggestions on how to implement, revise, or augment career education programs in their schools. The programs described provide for curriculum infusion, staff development, community collaboration, career guidance, resource centers, and services to special populations. The guide is divided into four sections including an introduction. Section 2 covers the specific program descriptions which are subdivided by these grade levels: comprehensive (K-12), elementary, middle-junior high, high school, and combined junior-senior high. Each description contains this information: objectives, program emphasis, description of activities, planning procedures, staffing, training, advice and suggestions from project directors, materials (when available), and contact person. Section 3, on planning and implementing career education programs, is a brief summary of suggestions and advice solicited from program directors. Part 4, the geographical index, is a guide to locating programs within specific geographical areas. (YLB)

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A MASSACHUSETTS GUIDE:
PROMISING PRACTICES FOR CAREER EDUCATION

Prepared for

The Massachusetts
State Department of Education
Division of Occupational Education
Boston, Massachusetts

by

The Institute for Governmental Services
University of Massachusetts

Editors

May M. Thayer
Elizabeth C.R. Chase

December 1981

CE 031 734

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TO MY TEACHER

by Audrey M. Linaberry

Put learning in my way, then stand aside
To guide my footsteps.
But do not push ---
My steps are small because my legs are short
And there is much to see that you have seen
But see no more--too bad!

When I have traveled all the road through books
Up hill and down,
My head will overflow with so much knowing.
Don't make me go too fast to see and hear
This lovely world.
Let joy keep pace with growing.

ACKNOWLEDGMENTS

The Massachusetts Guide to Promising Practices in Career Education was written and developed through the combined efforts of a number of individuals. We would like to express our appreciation for the advice and assistance of Charles Brovelli, state coordinator for career education; Bryna Kaufman, career guidance specialist/Southeast; Maureen O'Connell, career guidance specialist/Northeast; Shirley McLean, career guidance specialist/Central Region; Walter Ollen, career guidance specialist/Boston; Allison Tracy, career guidance specialist/Pittsfield; and James Wagner, career guidance specialist/Springfield. All contributed to the development of the outline and content of the guide.

We would also like to thank school personnel in the districts represented in the guide, as well as school personnel in other districts who gave their willing assistance. The enthusiasm and interest of the many people who were contacted contributed greatly to the pleasure of compiling the guide.

Thanks, also, to Patricia L. Duffy for her assistance in arranging for the illustrations representing career goals as presently envisaged by some elementary school children in the Barnstable area, and to the children and their teachers.

Word processing, layout, and production was ably handled by Barbara Llamas, Kate Mahoney, and Ingrid Nowak. We would like to express our sincere appreciation for their cooperation in this successful effort.

The poem, "To My Teacher," is reprinted from Childhood Education, May 1949, by permission of the author, Audrey M. Linaberry, and the Association for Childhood Education International, 3615 Washington Avenue, NW, Washington, D.C., copyright, May 1949 by the Association.

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PART I: INTRODUCTION

-Andy Bullock, Osterville.

INTRODUCTION

The purpose of this guide is to provide descriptions of promising practices in career education in Massachusetts. It is designed to be used by school administrators, guidance personnel, teachers, and community members who are looking for suggestions on how to implement, revise, or augment career education programs in their schools.

Information for this guide was collected in the spring of 1981 through the distribution of questionnaires to Massachusetts career education programs funded under P.L. 95-207 (the Career Education Incentive Act) and to other programs recommended by Massachusetts State Department of Education personnel. In addition to questionnaires, all programs were contracted personally.

Using the results of these questionnaires and phone calls, the editors chose to highlight thirty-three programs which represent a cross-section of geographical locations, student populations, and program components. They include programs which provide for curriculum infusion, staff development, community collaboration, career guidance, resource centers, and services to special populations. Since this information was gathered, there may have been changes in the programs. Project directors should be contacted for information on the current status.

The guide is divided into four sections including this introduction. Section II covers the specific program descriptions. These descriptions are subdivided by grade level. They include: comprehensive (kindergarten through 12th grade), elementary, middle-junior high, high school, and combined junior-senior high.

The program descriptions are fairly comprehensive. Each description outlines program goals and student activities. Planning procedures, staffing, and training are highlighted. Project directors give advice and suggestions. When available, materials are noted. A contact person is cited for each program.

Section III, planning and implementing career education programs, is a brief summary of the suggestions and advice solicited from program directors. It raises issues about procedures for starting up programs and points out the difficulty in choosing one "correct" approach for developing a career education program.

Part IV, the geographical index, is a guide to locating programs within specific geographical areas.

The editor encourages readers to review all the programs. They represent an interesting variety and demonstrate that career education is an adaptable concept that can meet the needs of different kinds of students in many different settings.

PART II: PROMISING PRACTICES IN CAREER EDUCATION

-Mary Curley, Osterville.

-Oliver Doriss, West Barnstable.

SECTION I: COMPREHENSIVE PROGRAMS

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BARNSTABLE: PROJECT BICEP

Barnstable, population 30,780, is on Cape Cod and comprises several communities, the largest of which is Hyannis. It is a major recreation area.

Objectives

- To design, develop, implement, field test, validate, and diffuse a career awareness curriculum in all disciplines for use at the elementary level.
- To design, develop, implement, field test, validate, and diffuse an inservice training program which can be used at levels K-12 with classroom teachers, counselors, and administrators in career education.
- To design, develop, implement, evaluate, and diffuse a community resource program to interested school districts.
- To develop, manage, evaluate, and diffuse a model for the establishment of a career education resource center.
- Emphasis on:

self-awareness
attitudes & appreciations
educational awareness
career awareness
economic awareness
basic competencies
decision-making

Description

- BICEP (Barnstable Instructional Career Education Program) has been in operation since 1977. The resource center and the community component, as well as continuing inservice, are integral parts of BICEP. School districts in the New England area and across the country are served by the program through an on-going staff development component, adopter grants, inservice workshops and use of the BICEP curriculum model documents. Community resources include people who serve the program through the resource center. BICEP also maintains an active advisory council. Other school districts can utilize the BICEP materials for developing their own program and can also use consulting services. BICEP has for the past two years done extensive inservice training in all aspects of career education and at all grade levels, K-12, with teachers, administrators, and counselors. The focus of the fifth year of BICEP will be the continuation of inservice opportunities, sales of publications, and submission to the Joint Dissemination Review Process for national validation.

Nuts and Bolts

- *Planning:* person in charge--director of career education; others--assistant superintendent, BICEP management team, director of elementary curriculum and instruction, BICEP advisory council chairperson. All planning procedures are discussed with prospective clients and then brought before the BICEP management team. All contracts are formally documented and evaluation reports are provided. BICEP publication listing includes all materials now available, including evaluation instruments for teacher and student use.

- *Staffing:* director, part-time administrative assistant, part-time secretary. BICEP trainers work with director in providing services and travel in accordance with contractual agreements.

- *Staff Training:* see services available below.

- *Facilities:* resource center and MOIS computer at Barnstable High School, classrooms.

- *Some Resources Used:* a catalog of resources is for sale and is listed in our publications brochure.

- *Evaluation:* Yearly BICEP evaluations are available in resource center. BICEP was evaluated as an exemplary state model in July of 1979.

- *Community Collaboration:* More than 400 persons from professional organizations, parent groups, civic organizations, local business and industry, as well as retired citizens assist. Procedures for community collaboration are included in the involvement program.

- *Financing:* staffing--approximately $32,000, salary of director and two part-time personnel; materials/equipment--see BICEP publications listing; non-local funding--Title IV-C over the past four years, in addition to local in-kind contributions.

Materials

- These are listed in our publications brochure, available on request. BICEP will also be designing a staff development brochure with a variety of packages of services and materials.

BICEP can provide awareness conferences, individual workshop sessions, ten, twenty, or forty-hour training programs. BICEP has already worked with K-6, 7-9, and 10-12 educators and has also linked its materials to include work with sex equity programs and Title IX funding. A summary of the modules to be published in the BICEP inservice training kit listed in the publications shows types of materials and services available.

Advice

- One problem encountered was lack of adequate staff training. Factors for success are enthusiasm of staff, quality of pre-planning, availability of inservice training and materials. Also see exportability handout taken from the Massachusetts Validation submission statement for BICEP, 1979, available on request.

Contact: *Patricia Duffy*
Director
Career Education Resource Center
744 West Main Street
Hyannis, MA 02601
(617) 771-1721

FALL RIVER: COMPREHENSIVE PROGRAM

Fall River, population 92,240, is in southeastern Massachusetts, about 20 miles from Providence, Rhode Island. One of the nation's leading seaports, it is also a major industrial area.

Objectives

- Career Resource Center: to make materials available to students, teachers, staff, and community. To train teachers in the use of materials.
- MOIS (Massachusetts Occupational Information System): To expand facilities of career resource center by providing an interesting method of exploring careers.
- Massachusetts Migrant Education Project: To make career education program available to children of migrant workers in summer, including use of career resource center, instruction in basic skills, field trips.
- Comprehensive Career Education Project: staff development; parental involvement in career education; increase in materials at resource center; development of sex-equity materials for infusion into academic curriculum and guidance program.
- Work Experience: to provide in-school job counseling for high school students and work experience.
- Emphasis on:

self-awareness
attitudes & appreciations
career awareness
economic awareness
basic competencies
employability skills
decision-making

Description

- The program, in operation since 1978, includes the following:

Career Resource Center (K-12): works in conjunction with instructional media center and guidance department. Teachers and guidance staff trained in use of materials and facilities. Center used as conference area, classroom activity center, and community meeting room.

MOIS (5-12): guidance counselors trained in use of materials and equipment, brochures distributed to students, facilities available in community.

Massachusetts Migrant Education Programs (pre-school-12): seven-week summer program: career-awareness sessions; field trips; use of resource center; career education activities.

Comprehensive Career Education Project (K-12): staff development with emphasis on sex equity and ethnic equity; development of sex affirmative, bicultural activities (K-6) for infusion into academic curriculum and guidance program; activity guide for decision-making developed and implemented for 7th-8th grades; workshops for parents; parent handbook developed and translated into Portuguese.

Work Experience (12): in-school job counseling; full-year work experience credit program; released time to job sites or in-school training.

Bibliography of resources is available.

Nuts and Bolts

- *Planning:* person in charge--career advisor/director; others--regional career guidance specialist, director of learning resources, director of Massachusetts Migrant Worker Affairs.
- *Staffing:* an advisor/director paid by the school department, a full-time career aide paid by a vocational education grant, a full-time job matching consultant paid by CETA and Division of Employment Security.
- *Community Collaboration:* Charleston Memorial Hospital, Aetna Insurance Company, Explorer Post of Boy Scouts, Chamber of Commerce, Massachusetts National Guard, New England Apparel Association, SER (an Hispanic career-based program).
- *Financing:* staffing--$10,000; MOIS--$22,605, includes computer service and materials; $30,623 includes staff development and software development. Title IV-B, $20,000, funding for MOIS computer service and career materials 1980-81.

Materials

- *Career Education Activity Guide,* Grades K-6; *Steppin' Into Tomorrow,* activity guide for 7th and 8th grades in career planning; *Becoming Involved,* parents' guide to career education; bibliography; career resource center.

Advice

- One problem encountered was lack of adequate staff training. Factors for success are public support, enthusiasm of staff, quality of preplanning, parent support, administrative leadership, relevant program content, and a director with drive. For more details, contact us.

Contact: *Reginald M. Pelagio*
Advisor/Director
Fall River Public Schools
360 Elsbree Street
Fall River, MA 02720
(617) 674-9511

FOXBORO: CAREER EDUCATION

Foxboro, population 14,063 is in southeastern Massachusetts, 24 miles from Boston and 20 miles from Providence, Rhode Island. It is primarily a manufacturing center.

Objectives

- To provide career awareness and experience to students K-12.
- Emphasis on:

career awareness
educational awareness
economic awareness
basic competencies
decision-making

Description

- The program, in operation for five years, includes: in-school--career information center, group guidance, individual occupational research, community and speaker resources, staff collaboration; the community--Division of Employment Security job counselor, community shadow program, teacher placement day; the family--career education newsletter, career education brochure, annual program.

Nuts and Bolts

- *Planning:* person in charge--director of career education program; others--elementary teachers, counselors, middle school counselors, high school teachers and counselors, Bridgewater interns, Department of Employment Security job counselor. This five-year plan for program development included yearly assessment at each level for impact on students, staff, community. Resource people helpful to planning: Patricia L. Duffy, BICEP; Bryna Kaufman, Southeast Regional Education Center.
- *Staffing:* 1980-81--one career counselor, one career center secretary, two Bridgewater interns, one guidance director, counselors, teachers, resource people.

- *Staff Training:* elementary--Project BICEP; middle schools and high school--Federal Reserve Bank and in-house staff development programs.
- *Facilities:* Career Information Center, MOIS, classrooms.
- *Some Resources Used:* Too numerous to mention. Most popular: vocational biographies, *Career World, Real World,* MOIS.
- *Community Collaboration:* Shadow program, Department of Employment Security job placement, southeast regional business/industry collaboration, business and industry sites for teacher placement day.
- *Financing:* Total--$30,000; non-local funding--BICEP Adapter, Tivle IV-C.

Materials

- Newsletter; community shadow program: site host guide, student guide, teacher materials.

Advice

- One problem encountered was lack of parental involvement. Factors for success are public support, enthusiasm of staff, quality of preplanning, and administrative leadership.

Contact: *Andrew Whelahan*
Foxboro Public Schools
South Street
Foxboro, MA 02035
(617) 534-4811

NORTH ADAMS: A SCHOOLWIDE PROGRAM

North Adams, population 17,910, is in Western Massachusetts in the northern part of Berkshire County. Total school population is 2,957.

Objectives

- To integrate existing efforts (K-5, 6-8, 9-12) by establishing core committees at each grade level.
- To hire a consultant(s) for inservice training.
- To expand existing field trip, community resource and curriculum guides developed with local monies and last year's P.L. 95-207 grant.
- Emphasis on:

self-awareness
attitudes & appreciations
educational awareness
career awareness
economic awareness
decision-making

Description

- Elementary, middle school and high school curricula have been developed during the past three years. The printed version will be completed by 30 September 1981. In addition to teacher-made curriculum, a field trip guide and resource guide have been developed. Our goal has been to tie the three levels together by expanding and modifying the contents of each.

Nuts and Bolts

- *Planning:* person in charge--administrator of pupil services; others--middle school guidance counselor, University of Massachusetts consultant, and teachers at three grade levels. Core committees at all levels developed and revised curricula. They also developed community contacts and work shadow sites.

- *Staffing:* thirty to forty part-time paid nominal stipends.
- *Staff Training:* Dr. Ronald Fredrickson scheduled inservice workshops when needed.
- *Facilities:* classrooms, resource areas in guidance centers at middle and high school.
- *Resources Used:* teacher-made curricula at all levels augmented by commercial materials.
- *Finance:* staff--$47,500 to date; non-local funding--all federal monies (P.L. 95-207, 1979-1981 school years; P.L. 94-482 for 1978-1981 in areas such as vocational guidance).

Materials

- Elementary curriculum guide, field trip guide, and resource guide (K-5); middle school curriculum (6-8); student advisory and support units (9-12).

Advice

- One problem encountered was generating staff enthusiasm in light of Proposition 2½. Factors for success are enthusiasm of staff, quality of pre-planning, administrative leadership, relevant program content, good outside consultation, professional volunteers, and some token stipend money for encouragement.

Contact: *Dr. M. Peter Wright*
206 East Main Street
North Adams, MA 02147
(413) 664-4140

SALEM: CAREER EDUCATION PROGRAMS

Salem, population 38,299, is in eastern Massachusetts. It is an industrial area and also a port city.

Objectives

- K-6: infusion of career concepts into total curriculum.
- 7-8: career guidance
- 9-12: work-experience program and courses for students not going to college.
- Emphasis on:

self awareness	*employability skills*
attitudes & appreciations	*career awareness*

Description

- K-6: career activity week - 25 percent of student body;
  7-8: career guidance - 80% of student body;
  9-12: career planning courses, work-study, job placement, shadow program, internships, computer information, career days, job fairs - 100% student body.

Nuts and Bolts

- *Planning:* Person in charge--director of career education programs; others--coordinator of career education, career information center clerk, distributive education coordinator, job placement specialists, guidance counselors. Five-year plan developed in 1975. Needs assessment, 9-12. Planning team, K-6 infusion projects.
- *Resources:* *Massachusetts Career Guidance Handbook*, Ohio State Comprehensive Career Development Handbooks.
- *Staffing:* 2 full-time, 3 part-time.

- *Staff Training:* K-6: Ohio State materials used; workshops run by director of career education. Grades 7-8: career guidance orientation using *Massachusetts Career Guidance Handbook*. Grades 9-12: workshops with consultants, Ohio State materials.

- *Facilities:* classrooms, career information center, GIS computer.

- *Some Materials Used: Working,* Studs Terkel, Avon Books, 1975. *The Worker in Modern Society,* Mary Bredemeir, New Jersey, Department of Education, Division of Vocational Education, 1974. *Career World Magazine.* "Career Skills Assessment Program," College Entrance Examination Board, 1977. "Career Ability Placement Survey," Educational and Vocational Testing Service, 1976. Carkhuff, R. R. and Friel, T.W., *The Art of Developing A Career,* Amherst: The Human Resource Development Press, 1975. *Job Placement Manual,* Atlanta Georgia: Atlanta Public School System, 1971. *Placement Guide,* Michigan Department of Education, 1975. Placement Services: *A Training Manual,* Ann Arbor: Prakked Publications, Inc., 1975. *Succeeding in the World of Work,* Gracy Kimbrell, Ben S. Vineyard, McKnight Publishing Co., Bloomington, Ill., 1975.

- *Community Collaboration:* More than 600 community agencies are listed on a computerized community directory for providing work experience, internships, shadows, speakers, field trips, career days, job fairs, and working with special needs students.

- *Financing:* staffing--$60,000; texts, $2,000; instructional materials, $3,500; equipment, $1,500; general office, $250; non-local funding--federal funding under Occupational and Career Education Incentive Act.

Materials

- K-6: curriculum guide (infusion); 7-8: career guidance activities package; 9-10: curriculum guide (infusion); computerized community directory; planning guides for workshop leadership.

Advice

- Problems encountered include lack of adequate staff training, lack of community support, lack of staff support, and lack of student interest. Factors for success are public support, enthusiasm of staff, quality of preplanning, and administrative leadership. Salem's career education programs have been in existence since 1972. A comprehensive flow chart was developed at that time. Replication would start with this document.

Contact: *J. Michael Ward*
Salem Public Schools
77 Willson Street
Salem, MA 01970

-Rita Davis, West Barnstable.

SECTION II: ELEMENTARY SCHOOLS

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NEW BEDFORD: CAREER AWARENESS

New Bedford, population 98,397, is in southeastern Massachusetts. It is an industrial city and a seaport.

Objectives

- Field testing of career awareness materials in elementary classrooms by teachers trained in infusion techniques.
- Inservice training.
- Establishment of career awareness resource center.
- Acquisition of multi-media material suitable for students of limited skills in English.
- Establishment of career advisory council.
- Increasing awareness of sex-role stereotyping and bias.
- Increasing awareness of relation between school curriculum and potential careers.
- Emphasis on:

self-awareness	*economic awareness*
attitudes & appreciations	*basic competencies*
career awareness	*employability skills*
educational awareness	*decision-making*

Description

- The program, in operation February-June 1981, included: field testing of the infusion of career awareness materials into regular curriculum; inservice training of 15 elementary teachers in infusion techniques and in sex equity career opportunities; establishment of a career resource center within the department of instructional media services and dissemination of materials; acquisition of multimedia materials for Spanish and Portuguese students with limited English-speaking skills; and establishment of a community-wide career awareness advisory council to coordinate school and community resources and to compile a resource guide.

Nuts and Bolts

- *Planning:* person in charge--supervisor of elementary education; others--project clerk, curriculum consultant, curriculum coordinator, career education advisory council. This project is a continuation of last year's career awareness infusion project.
- *Staffing:* full-time clerk, curriculum coordinator, curriculum consultant.
- *Staff Training:* Project BICEP of Barnstable provided eight in-service training sessions.
- *School-Based Facilities:* career education resource center in administration building; instructional training at media center in elementary school.
- *Some Resources Used:* multi-media materials in Spanish and Portuguese. Titles available on request.
- *Community Collaboration:* career awareness advisory council participated in program.
- *Financing:* staffing--full-time clerk, $2,800, 20 weeks; curriculum coordinator, $3,000; curriculum consultant, $1,250; materials--multi-media materials, $2,200; indirect costs, $400.

Materials

- Career education materials were translated into Portuguese.

Advice

- Factors for success are public support, enthusiasm of staff, quality of preplanning, parent support, and administrative leadership.

Contact: *Mario S. Jardin*
455 County St.
New Bedford, MA 07240
(617) 997-4511

SPRINGFIELD: ELEMENTARY CAREER INFUSION

Springfield, population 152,212, is in west-central Massachusetts in the Connecticut River Valley. It is an industrial and trading center.

Objectives

- To orient 70 teachers in the infusion method of career education through the use of the activity booklet developed in last year's workshop.
- To assist in overcoming sex bias, stereotyping, and racial discrimination in career choices.
- To provide linkage with other community organizations.
- Emphasis on:

self-awareness
attitudes & appreciations
career awareness
educational awareness
basic competencies

Description

- One team leader conducted four separate workshops for 70 elementary teachers on infusion of career awareness into the academic skills program through use of the activity booklet developed last year. Workshop participants volunteered in helping to train other teachers on the use of this material. Guest speakers provided information on non-traditional occupations. The program enhances the pre-vocational/occupational preparation of elementary students. It is run in collaboration with the school department's volunteer program which provides linkages with community-based organizations, business, and industry.

Nuts and Bolts

- *Planning:* person in charge--director of occupational education; others--26 elementary teachers, project coordinator.
- *Staffing:* project coordinator.

- *Staff Training:* One teacher who worked on the development of the activity booklet conducted four workshops, one at each grade level.
- *Facilities:* resource library.
- *Materials and Equipment: Dictionary of Occupational Titles* by Eli Ginzberg. Resource materials are listed in the activity booklets.
- *Financing:* staff--$2,400; materials & equipment--$4,070; non-local funding--P.L. 95-207.

Materials

- Curriculum materials, activities booklets (K, 1-2, 3-4, 5-6), bibliographies, workshop leadership.

Advice

- Problem encountered was lack of staff support. Factors for success were quality of preplanning, administrative leadership, staff commitment before planning workshop is recommended, relevant program content.

Content: *Sidney Snegg*
Springfield School Department
195 State Street
Springfield, MA
(413) 787-7118

-Jimmy Mackey, Hyannis.

SECTION III: MIDDLE-JUNIOR HIGH

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CAMBRIDGE: INFUSING CAREER EDUCATION

Cambridge, population 95,362, is across the Charles River from Boston. It is an educational and residential center with some manufacturing and a large service industry.

Objectives

- To develop curricula for grades 7 and 8.
- To select appropriate materials to implement the curriculum.
- To provide a smooth transition from elementary to high school.
- Emphasis on:

self-awareness
attitudes & appreciations
career awareness
educational awareness
decision-making

Description

- Eight teachers representing five schools met with the career education specialists to prepare a new curriculum for grades 7 and 8, to begin September 1981.

Participants have toured the career resource learning centers, observed in classrooms, met with staff, and examined materials in the career resource center and the teachers' resource center. A curriculum for each grade has been organized. Grade 7 will focus on self-awareness, grade eight on high school planning and career cluster information.

New teachers will receive *The Uncomplicated Career Education System for the "Real" Classroom* and instruction on its use in a workshop. Audio-visual materials will be rotated within each quadrant. Follow-up workshops during release time will refine and evaluate the curriculum.

Nuts and Bolts

- *Planning:* person in charge--career education specialist; others--career resource specialist, assistant headmaster, coordinator of occupational education, academic coordinator.

- *Staffing:* one full-time (one semester) career education specialist to act as facilitator for workshop of 7th and 8th grade teachers.
- *Staff Training:* four workshops led by career education specialist.
- *Materials Used:* Illinois: *The Uncomplicated Career Education System for the "Real" Classroom;* Guidance Associates Publications: *High School as a Tryout; Careers and Lifestyles; Better Choice, Better Chance: Selecting A High-School Program;* Scholastic: *Discovery.*
- *Financing:* staffing: $11,800; materials and equipment: $5,421; other: $1,191; federal grant: $18,412; Career Education Incentive Act, 1977, P.L. 95-207.

Materials

- Curriculum and audio-visual materials available in resource center and teachers' resource center.

Contact: *Elinor M. Wallace*
Career Education Specialist
Cambridge Public Schools
Cambridge, MA 02141
(617) 498-9280

FRANKLIN: PROJECT HI-TECH

Franklin, population 18,165, is in southeastern Massachusetts, 28 miles from Boston. It is a residential community with a diversified economic base including some truck gardening as well as industry.

Objectives

- Development of teacher awareness in career education.
- Development of computer units and computer applications in the classroom.
- Evaluation and packaging of career education and computer units.
- Emphasis on:

  attitudes & appreciation
  career awareness
  decision-making

Description

- This was a pilot program in operation from January to September of 1981. Teachers participated in a 10-session, after-school, inservice workshop on computer technology. With the assistance of the career education resource developer and project director, teachers planned career education units and strategies to guarantee full participation by female students. Computer applications were identified to enable students to use computers as a tool in schoolwork. Resources were acquired and units of computer instruction were also developed and piloted for grades 5, 6, and 7. Pre-tests and post-tests were prepared and administered. The refined units are being prepared for dissemination and use by all students, grades 5 through 8.

Nuts and Bolts

- *Planning:* person in charge--mathematics director, K-12; others--personnel curriculum administrator, computer resource person, two principals, classroom teachers, career education teacher, administrative interns. Procedures included needs assessment, setting

objectives, planning activities. Resources used included materials on the impact of computers and high technology collected over a period of three years by the math director from current literature, conferences, educational journals, newspaper articles, and other professionals.

- *Staff:* 12 people.
- *Staff Training:* workshop conducted by a consultant, specifically designed to help teachers to become computer literate and to understand the role of high technology in all our lives. Eight-week program, two hours per week.
- *Facilities:* classrooms, guidance and career education office, MOIS computer, six micro computers.
- *Community Collaboration:* student interviews of local business people, field trips to senior high computer site, and tri-county vocational computer site.
- *Financing:* staffing--$850, workshop consultant; $2,044, career education resource person; $1,800, curriculum development; materials/equipment--$330, field trips; $1,459, instructional supplies; non-local funding--Division of Occupational Education.

Materials

- Hi-tech packets for grades 5-8, objectives, plan of activities, suggested materials, and evaluation procedures.

Advice

- Sufficient clerical support should be built into project. Plan for at least three-quarters of a year to implement. The January to June time interval has caused some problems in acquiring the materials as needed. Providing teacher training while the program is being implemented is difficult.

Contact: *Karla Deletis*
Franklin Public Schools
Franklin, MA 02038

NEWTON: CAREER EXPLORATION

Newton, population 83,586, is in eastern Massachusetts in the metropolitan Boston area. It is mostly a residential area.

Objectives

- To increase self-confidence and assure success to a select group of ninth graders.
- To expose students to career areas of interest.
- To provide on-the-job experiences.
- Emphasis on:

self-awareness	*educational awareness*
attitudes & appreciations	*employability skills*
career awareness	*decision-making*

Description

- The program serves 25 ninth graders, five of whom are selected as models and 20 as students who have special needs. After a survey of career interests using an in-house questionnaire and machine-scored Kuder Form E, students are exposed to career areas through speakers, visual materials, and fieldtrips in the first semester. The second semester is spent at a job of their choice.

Nuts and Bolts

- *Planning:* person in charge--career exploration teacher; others--technical-vocational coordinator. Eighth grade teachers help select participants.
- *Staffing:* career exploration teacher.
- *Staff Training:* none besides that required for certification as guidance counselor.

- *Facilities:* audio-visual materials.
- *Resources:* Dan Malia, technical-vocational director, and Mrs. Irene Bicklemann, who developed the program.
- *Community Collaboration:* state government--local representatives, courts, state police academy; businesses--Analog Devices, Coca Cola, Woman's Collaborative for Construction Jobs; community--lawyer, architects.
- *Financing:* staff--salary for half-time teacher; work-study, $2,000; field trips, $100.

Advice

- Factors for success are public support, enthusiasm of staff, quality of preplanning, parent support, administrative leadership, and relevant program content. We have an extremely successful program within our school. The 25 students involved gain a great deal of self-confidence and feel very successful.

Contact: *Peter Bates*
Career Exploration Teacher
966 Greendale Ave.
Needham, MA 02192
(617) 444-5248

NEWTON: JUNIOR HIGH WORK STUDY

Newton, population 83,586, is in eastern Massachusetts in the metropolitan Boston area. It is mostly a residential area.

Objectives

- To provide an introduction to the work world and to motivate students who are unsuccessful in school. Work-study provides the opportunities for the success otherwise unavailable in school and out of school. The pay is both a motivation and basis for commitment. The improved self-image neutralizes negative behavior which may have been pre-empting or inhibiting the student's growth intellectually and socially.

- Emphasis on:

self-awareness	*economic awareness*
attitudes & appreciations	*basic competencies*
career awareness	*employability skills*
educational awareness	*decision-making*

Description

- At its inception in 1967 this program was designed exclusively for troubled students. We immediately discovered that this segregation compounded problems by reinforcing their negative self-images and behavior. Thus, we now deliberately recruit a homogeneously mixed group encompassing special needs, regular, and gifted students who come from the full range of socio-economic levels. The program specifics vary among the five junior high schools to capitalize upon the individual talents of the staff, to meet the unique needs of each particular school population, and to conform to the organizational structure of each school. Each program contains the following integrated elements: classroom career education instruction; personal conferences; group meetings; and paid work experience of three hours per week per student either in the school or in the community.

Nuts and Bolts

- *Planning:* person in charge--director of vocational education; others--junior high special education teacher and regular teachers and counselors. Each school: coordinator holds planning meetings with other staff, teachers and counselors. System-wide: workshops and meetings. Resources: commercial and federal publications on career information and decision-making; direct contacts with Department of Employment Security, CETA, Department of Labor, community business, trades, nonprofit service agencies, hospitals, colleges and universities, and local and state governmental departments.

- *Staffing:* Each school has a part-time person to work with regular staff and volunteers (RSVP, parents, college interns).

- *Staff Training:* workshops and meetings to coordinate staff and curriculum development.

- *Facilities:* The entire school offers many rich work opportunities for certain students.

- *Community Collaboration:* The entire community becomes an extension of the school as a learning laboratory. The community comes into the school to complete the interchange. The schools also becomes an employment agency.

- *Financing:* staffing: 20% of one teacher per school; materials: $200 per school for field trips. Other: $2,000 per school, student wages (to be dropped because of Proposition 2½ with internships substituted); Office for Children and Department of Public Health have funded summer programs.

Materials

- Bibliographies and workshop leadership. Workshop leader: Mrs. Irene Bickelman, 286 Stage Harbor Road, Chatham, MA 02633.

Advice

- One problem encountered is limited staff time. Factors for success include public support, enthusiasm of staff, quality of preplanning, parent support, and administrative leadership. This program requires broad-based, enthusiastic support from community businesses and agencies, parents, administration, staff, and students, as well as a nurturing relationship between the teacher and students.

Contact: *Daniel H. Malia*
Coordinator
Technical-Vocational Education
100 Walnut Street
Newtonville, MA 02160
(617) 552-7628

WEST BRIDGEWATER: INFUSION - INSERVICE

West Bridgewater, population 6,356, is in eastern Massachusetts, 27 miles south of Boston. It is mostly residential but has some limited manufacturing.

Objectives

- Identification of existing practices and instruction in career education.
- Teacher and staff participation in inservice training program to help implement infusion of career education.
- Teacher and staff awareness of sex and cultural stereotyping and its relationship to career interests and attitudes.
- Emphasis on:

  career awareness

Description

- The program, which began in December of 1980, was an inservice training model for teachers in grades 4-8. Grades 3-12 also attended one orientation session. Three full-day workshops were devoted to material development, review, and observation of other programs. More than 20 hours of contact time were used.

Nuts and Bolts

- *Planning:* person in charge--director of career education; others--director of guidance, school principal. A needs assessment and survey of existing practices relevant to career education were conducted for grades 4-8. Outside resource people were Patricia L. Duffy, Project BICEP; Bryna Kaufman, Southeast Regional Education Center.

- *Staffing:* 13-17 persons involved.
- *Staff Training:* training was primarily by Patricia Duffy and McKnight Associates in infusion and materials utilization.
- *School Facilities:* study hall, guidance offices, materials room.
- *Resources Used:* McKnight Curriculum (entire), Project BICEP (entire), *Real People.*
- *Financing:* all funds from federal grant.

Materials

- Various survey forms and questionnaires available on request.

Advice

- Factors for success are enthusiasm of staff and quality of preplanning.

Contact: *Wayne Camara*
West Bridgewater Public Schools
West Bridgewater, MA 02379
(617) 588-8638

-My-Le Cloutier, Hyannis.

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CAMBRIDGE: BILINGUAL CAREER EDUCATION

Cambridge, population 95,362, is across the Charles River from Boston. It is an educational and residential center with some manufacturing and a large service industry.

Objectives

- To assist affective development of bilingual students by providing individual and group support systems.
- To provide information on career choices, educational opportunities, and requirements.
- To encourage completion of high school by bilingual students.
- To establish school-home and parent-child communications networks among bilingual families.
- To provide job-finding assistance and support.
- To develop job-finding skills.
- Emphasis on:

self-awareness	*economic awareness*
attitudes & appreciations	*basic competencies*
career awareness	*employability skills*
educational awareness	*decision-making*

Description

- *Educational Component:* A four-year sequential bilingual career education program with classes taught by bilingual teachers and counselors. Students are divided according to native language and meet three times a week. Each grade level has a special focus: 9th--high school orientation, study skills, community exploration; 10th--career exploration clusters; 11th--decision-making, job shadowing, college, and technical school exploratory; 12th--preparation for job and/or college entrance.

  Resource Center: Printed and visual materials; MOIS; Guidance Information System; speakers; films and special events. Used for teacher research.

Work Study: Students take preliminary courses three times a week to study career options and requirements, job-hunting skills, interviewing, job attitudes, personal financial record-keeping, workers' rights.

Community Involvement: Interns serve as liaisons in reaching parents, visiting homes, offering support, providing information. Parents attend career education classes and training programs.

Nuts and Bolts

- *Staffing:* educational component--10-12 bilingual teachers and counselors; work-study--one full-time supervisor; community involvement--three interns, one community relations specialist; resource center--one full-time bilingual specialist, one half-time materials developer; project coordinator, project secretary.

- *Staff Training:* weekly meetings, workshops and seminars, courses at nearby universities, guest speakers.

- *Evaluation:* The dropout rate for bilingual students, estimated at 20-25% six years ago, has decreased to under 4%. In 1980 a record 57.6% of the bilingual students, including all five major language groups, went on to higher education.

- *Financing:* approximately $25,000 each year for five years; total about $135,000; Title VII federal funding only.

Materials

- *Enrichment Consultants Manual; Career Education Activities Handbook; Visual Materials Guide; Career Education Projects-Career Exploration with Cameras; Polaroid Report:* Descriptions of career education projects using Polaroid cameras; *Images:* photo newsletter published in five languages; Bilingual Career Education Curriculum; High School Orientation Mini-Curriculum; Title VII Bilingual Career Education Manual; Career Education Materials Packets.

Advice

- Factors for success are enthusiasm of staff, quality of preplanning, and parent support. Some problems were encountered because of lack of administrative support.

For the limited English-speaking students, programs must be developed and supported which will help them through the difficult and complex transition from one culture to another. All students must come to grips with themselves and their relationship to school and community. They need to see their future in a positive, yet realistic, way in order to take advantage of their present educational situation.

Contact: *Linda DaSilva Perez*
Cambridge Rindge & Latin High School
Cambridge, MA 02138
(617) 661-0356

CHELMSFORD: BUSINESS OCCUPATIONAL GUIDANCE

Chelmsford, population 31,145, is in eastern Massachusetts, 24 miles from Boston and 40 miles from Lowell. It is mostly a suburban residential community with some industry.

Objectives

- To provide intensive counseling for junior and senior business students in occupational decision-making, including reduction of sex-stereotyping.
- To provide students in the project with job placement assistance.
- To provide a smooth transition from school to full-time work for seniors.
- Emphasis on:

self awareness	*employability skills*
career awareness	*decision-making*

Description

- The program has been in operation since 1980. Comprehensive occupational interest testing and pre-project evaluation are carried out by means of Kuder tests and MOIS search, as well as personal interviews. Both group orientation meetings and individual meetings are scheduled throughout the year. Students investigate area business/industry job opportunities; receive instruction in such business-related areas as establishing credit, computing taxes, keeping basic accounts; participate in group human relations counseling sessions.

Nuts and Bolts

- *Planning:* Person in charge--project director; others--principal, assistant principal, house deans, business department teacher, project counselor, regular counselor, students, career center aide. Resources include area career guidance specialist, State Education Department personnel, Lowell Division of Employment Security, assistant superintendent of schools, high school career center.

- *Staffing:* five classroom teachers, six administrators plus project writer, project counselor, career center aid, counseling staff.

- *Facilities:* high school career center, business classrooms.

- *Community Collaboration:* Among those participating are Raytheon, B & M Railroad, Union National Bank, Hewlitt-Packard, Metal Cealing, Farrington's Resort Hotel, Five-Cent Savings Bank, John Hancock Insurance Company, Greenery Restaurant, New England Life Insurance, New England Nuclear, United Glass, Century Insurance.

- *Financing:* staff--part-time occupational counselor, $5,152; miscellaneous--$230.

Advice

- There were only a few minor problems. Factors for success are parent support, administrative leadership, and relevant program content. We were fortunate to have found Leslie Maloomian, a person with intense enthusiasm and vitality, to serve as project counselor. She truly has made it a success.

Contact: *Ed Balcom*
Chelmsford High School
North Chelmsford, MA 01863
(617) 251-8792

CHELSEA: MAX-ED WORK STUDY PROGRAM

Chelsea, population 25,420, is part of the metropolitan Boston area. It is mostly residential but also has some industry.

Objectives

- Career awareness.
- Volunteer experience.
- Work experience.
- Infusion.
- Relation of school subjects to career preparation and job training.
- Emphasis on:

  career awareness
  educational awareness
  employability skills

Description

- All students grades 9-12 are eligible for the work-study program, in operation since 1975. It is a half-semester course carrying 2½ credits. Students are released from school during study periods for work. They have a choice of work in private business/industry or volunteer work in community projects. Evaluations of student effort are sent to school by cooperating organizations. Also, a speakers bureau arranges regular talks to all students on career subjects and career materials are disseminated to teachers for infusion into all subject areas.

Nuts and Bolts

- *Planning:* person in charge--head of occupational education department; others--bilingual vocational counselor, special education counselor, Division of Employment Security counselor. Group met once a month. Resource people were occupational education advisory committee, business community, parents, students.

- *Staffing:* four people.
- *Staff Training:* monthly meetings.
- *School Facilities:* media center, guidance office, classrooms.
- *Materials:* bibliography available: sound filmstrips, books, brochures, slides, casette units, films.
- *Community Collaboration:* organizations that hire students, CETA, CAPIC, Rotary Club.
- *Financing:* staffing: $20,000; three funded positions.

Advice

- Problems encountered were inadequate financial support and lack of staff. Factors for success are quality of preplanning and administrative leadership. This is a typical program for schools with no funds.

Contact: *Mary Raimo*
Chelsea Public Schools
Clark Avenue
Chelsea, MA 02150
(617) 884-0003

DRACUT: PROJECT SOS

Dracut, population 21,176, is in northeastern Massachusetts, 28 miles from Boston and 8 miles from Lawrence. It is a residential and farming community.

Objectives

- To develop and field-test thirty career guidance activities for grades 9-12.
- To develop and field-test fifteen occupational skill simulations.
- To develop and field-test five job-getting simulations and ten sex-equity simulations.
- Emphasis on:

  self-awareness
  career awareness
  employability skills

Description

- The program serves full-time YTEP populations in the Greater Lowell Collaborative. Student and community involvement will be timed and directed by field-testings.

Nuts and Bolts

- *Planning:* person in charge--project director; others--educational consultant, YTEP counselors, Greater Lowell Collaborative. Project was written by project director with assistance from collaborative steering committee. Needs were derived from an assessment, as well as State Department of Education position paper on career guidance and collaboration.
- *Staffing:* part-time--director and consultant; full-time--twelve YTEP counselors.

- *Staff Training:* 40 hours of inservice training in sex-equity, career education, development of handbook activities and skills simulation.

- *Community Collaboration:* business and industry are used as consultants in skills simulations; guest speakers are used to increase student and staff awareness of basic job skills.

- *Financing:* staffing--$3,457; materials and equipment for simulations--$3,720.

Materials

- Guidance handbook simulations for entry-level jobs.

Advice

- Factors for success are public support, enthusiasm of staff, need for program content, and consultant skills and knowledge. Start early.

Contact: *John Craften*
Kenwood School
Dracut, MA 01826
(617) 459-7701

HAMPSHIRE: CAREERS

There are 11 schools in the Hampshire Educational Collaborative with 6,700 secondary students. Hampshire County is in Western Massachusetts in the central part of the Connecticut River Valley. It is mostly an agricultural and residential area, but there is some industry.

Objectives

- To document the career interests of 7,200 secondary school students in Hampshire County.
- To develop occupational skills training shops in occupational areas in which interest is high, employment outlook is positive, and facilities are available.
- To collaborate with secondary school guidance counselors from member districts in providing career counseling.
- Emphasis on:

  career awareness
  employability skills
  community collaboration

Description

- A total of 7,200 surveys in January. Survey results distributed to guidance counselors in May. Also in May, 130 students were enrolled in vocational training.

Nuts and Bolts

- *Planning:* person in charge--director of occupational education; others--program coordinator, instructor, guidance counselors, career data aide.
- *Staffing:* summer: 6; school year: 1.

- *Materials:* survey instrument.
- *Financing:* staffing: $15,000; materials and equipment: $1,000; other: $500; non-local funding: P.L. 94-207.

Advice

- Factors for success are enthusiasm of staff and quality of preplanning.

Contact: *Walter Popper*
Hampshire Educational Collaborative
58 Pleasant Street
Northampton, MA 01060
(413) 586-4590

LUNENBERG: PROJECT GREEN THUMB

Lunenburg, population 8,375, is in north-central Massachusetts, 29 miles from Worcester. It is a residential and agricultural community.

Objectives

- To provide basic job skills in horticulture and forestry.
- To provide strong personal guidance to students who most need an academic/skill experience.
- To provide service to the community in the form of work provided to various community agencies.
- Emphasis on:

  self-awareness
  attitudes & appreciations
  career awareness
  employability skills

Description

- The program has been in operation since 1977 for grades 9-12. Some may be potential dropouts, some may be special needs, others elect to participate for career/vocational interests. Two consecutive periods daily (in afternoon). Horticulture, forestry, landscaping, conservation, groundskeeping provide small group projects. Aides and student leadership necessary to diverse operations are utilized. Students take regular classes in the mornings.

Nuts and Bolts

- *Planning:* person in charge--administrative assistant to the superintendent; others--director of special needs, chairman of business education department, chairman of science department, principal, work-study director, community advisory council. A needs assessment was carried out in 1975, objectives set in 1976, community advisory council organized in 1976.

- *Resources used:* include Central Massachusetts Regional Education Center, Lannie Orchards, Title IV-C Regional Program Officer, Harvey Nurseries, Massachusetts Audubon Society, Stockwell Farms, Lunenburg Conservation Commission.

- *Staffing:* full-time project director/teacher and one teacher; part-time greenhouse aide and forestry aide.

- *Staff Training:* Massachusetts Title IV-C management training program, Massachusetts Extension Service, Butterfield Field Station, Waltham.

- *Facilities:* classroom, resource library, greenhouse, potting shed, storage building, grape arbor.

- *Materials & Equipment:* 15-passenger mini-bus, four-wheel drive truck.

- *Evaluation:* Pre-post test/experimental-control group, criterion-referenced; overwhelmingly documented achievement of objectives. Three year-end reports.

- *Community Collaboration:* Lunenburg Conservation Commission, Ritter Memorial Library, Lunenburg Town Forest Committee, Housing for Elderly, Lunenburg Parks Department, Lunenburg Highway Department.

- *Financing:* staff--teacher-coordinator, plus aides; materials/equipment--bus, truck, greenhouse, potting shed, storage building; other--yearly consumables, $2,000; non-local funding--Title IV-C funds in excess of $250,000 for a four-year period of demonstrator-developer site operation.

Materials

- Will share curriculum outlines, references, instructional materials, resource assessment forms, facilities design, and technical assistance.

Advice

- School and community were very supportive and encouraging. Student interest in participation is critical. Arrange for a site visit.

Contact: *Douglas S. Fleming*
Lunenburg High School
Lunenburg, MA 01462
(617) 582-9941

NEWTON: TRANSITION

Newton, population 83,586, is in eastern Massachusetts in the metropolitan Boston area. It is mostly a residential area.

Objectives

- To assist students in transition into adult world.
- Emphasis on:

  decision-making

Description

- Transition is a two-semester alternative program open to all seniors. During the first semester students sign into the program for two blocks and also meet Monday evenings. The five remaining blocks are open for the student to take as required courses and electives. During the second semester students are enrolled in Transition full time. The program still has its home base at the high school, but the vast majority of student time will be spent in learning projects outside the school. Transition carries 17 credits for the full school year. It is graded pass/fail, with written evaluations of student performance. The student fulfills the social studies requirement with the exception of U.S. History, English requirements and physical education requirements for the full senior year.

  Classes are made up of general meetings, academics, support groups, and committee meetings. Instruction includes: philosophy and decision-making, research techniques, modern survival skills, self and group development, a social service module, and an urban module.

Nuts and Bolts

- *Staffing:* two full-time teachers.

- *Community Collaboration:* Students have worked on newspapers such as the *Newton Tab*, in labs at Massachusetts General Hospital, as archeological research assistants at Peabody Museum, as dance teachers in the Newton elementary schools, at radio stations, on farms, with public relations firms, in sound and video studios. Students have interned in a variety of positions at the State House, in city agencies in Boston, Newton, or with groups whose central focus is the city and its problems. Other students have done work with film, video and photography, interviews, mapping projects, statistical surveys.

  Contact: *Ron Boucher*
  Newton Public Schools
  Newton, MA 02192
  (617) 964-7294

NEWTON: CAREER GUIDANCE RESOURCE CENTER

Newton, population 83,586, is in eastern Massachusetts in the metropolitan Boston area. It is mostly a residential area.

Objectives

- To help students make informed decisions on their post-secondary career and educational options.
- To enhance the career development of students.
- To provide students with up-to-date materials on occupations as well as apprenticeships, schools, and colleges.
- Emphasis on:

self-awareness	*economic awareness*
attitudes & appreciations	*basic competencies*
career awareness	*employability skills*
educational awareness	*decision-making*

Description

- At least half the student body utilizes the career center which has been in operation since 1967. Students average three visits per school year for interest testing, career counseling, educational planning, job placement, working papers, and use of materials. Career center personnel offer courses and units and their classes use the center for research. The staff also plan and implement career conferences, shadowing experiences, school and college nights, and provide leadership and/or participate in school-wide or departmental career programs.

Nuts and Bolts

- *Planning:* person in charge--counselor in charge of career center; others--principal, counseling department chairperson, career center staff; also input from career education committee administrators, teachers, counselors, students, and community.

- *Resources:* U.S. Department of Labor, Division of Occupational Training; *Occupational Outlook Handbook;* labor market information; Massachusetts Department of Education; *Career Index* published by *Chronicle Vocational Guidance Quarterly.*

- *Staffing:* full-time counselor in charge of the career center; full-time secretary/library technician; part-time teacher aid; part-time work-study student; parent volunteers.

- *Staff Training:* new counselors meet with counselor in charge of career center for orientation. Counselor in charge of career center co-leads interdepartmental meetings.

- *Facilities:* well-equipped career resource center consisting of suite of four rooms.

- *Materials & Equipment:* thousands of pieces of occupational information including materials from SRA; *Careers Chronicle*, Institute for Research; college catalog collection; curriculum materials developed in-house; college viewdeck; carousel projector; movie projector; record/filmstrip player; cassette/filmstrip player; screen; access to copier; collegiate video network.

- *Community Collaboration:* local chamber of commerce; Career Orientation Program (shadowing); Job Mart (employment fair); Boy Scout Exploring Program; Division of Employment Security (job-placement specialist to assist seniors); outside speakers at career conferences.

- *Financing:* staff--$45,000 per annum (prior to Proposition 2½ cuts); materials and equipment--$2,200 annual budget. Initial grant of $25,000 for furnishings, equipment, and materials. Students pay for their own interest tests. Non-local funding--a Ford Foundation grant initially, then several grants from the Massachusetts Department of Education, Division of Occupational Education.

Advice

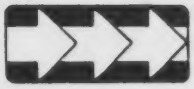
- One problem encountered is inadequate financial support. However, we have always received the maximum support possible. Factors for success are enthusiasm of staff, quality of preplanning, parent support, administrative leadership, and meeting the needs of students.

Come and visit. Also, read *Career Information Service*, a handbook of the early days of the career center, published by the Massachusetts Department of Education.

Contact: *Mrs. Myra Trachtenberg*
Newton North High School
Newton, MA 02160
(617) 552-7470

NORTH READING: BANK TELLER TRAINING

North Reading, population 11,447, is in northeastern Massachusetts, 16 miles from Boston. It is primarily a residential area, but has some light industry.



Objectives

- To reappraise individual aptitudes, abilities, and interests.
- To provide experiences which fit the job description of bank teller.
- To aid in job placement efforts.
- Emphasis on:

  attitudes & appreciations
  career awareness
  employoability skills

Description

- The program has been in operation since November of 1980. Juniors and seniors spend one day per week for eight weeks (64 hours total) at the bank and receive instructions following the format of the existing training facilities. Bank personnel and the school's director of occupational education assist in the training.

Nuts and Bolts

- *Planning:* Person in charge--coordinator of occupational education; others--executive vice-president of bank, bank tellers, and trainers. Planning includes discussions with individual banks on individual needs.
- *Staffing:* one coordinator of occupational education.
- *Staff Training:* bank has responsibility.
- *Facilities:* bank classrooms and library.

- *Evaluation:* formal--testing for competence as bank teller; informal--for reaction and placement. Positive results.

Materials

- Curriculum; workshop leadership.

Advice

- Factors for success are public support, quality of preplanning, administrative leadership, and relevant program content. Industry-based skill programs can be low cost and successful if the interested parties are involved and energetic.

Contact: *Roger Young*
North Reading High School
North Reading, MA 01864
(617) 664-3556

READING: CAREER EXPLORATION

Reading, with a population of 22,710, is 12 miles from Boston. It is a residential community with limited industry.

Objectives

- To provide every student in grade 10 the opportunity to learn a career decision-making strategy.
- Emphasis on:

self awareness	*economic awareness*
attitudes & appreciations	*basic competencies*
career awareness	*decision-making*
educational awareness	

Description

- Career Exploration, in operation for three years, is an academic credit course required of all students in grade 10. It meets twice a week for one semester. Half of the class is scheduled for each semester. Class size varies from 12 to 18. Class activities include filmstrips, lectures, written exercises, discussion, inventories, text book assignments, use of the career resource center. The course is taught by one person with classroom experience as well as coursework in guidance and career counseling. Local service agencies provide speakers or grant personal interviews. Students use these experiences as an entre to the worker trait group guide (McKnight publication) and thus determine which careers to research (a minimum of three). The students' class records and research reports are given to guidance counselors so that follow-up may take place during grades 11 and 12.

Nuts and Bolts

- *Planning:* Person in charge--guidance department chairperson; others--guidance counselors, assistant principal, assistant superintendent. A needs assessment indicated that students and faculty felt that an organized plan should be developed for grade 10 to increase student awareness of the world of work. Two decision-making

courses were already in place: one in grade 9 (personal decision-making), the second in grade 11 (decisions about human behavior). The chairperson of the guidance department examined commercial publications and attended both commercial and state-sponsored workshops to gather material for the course.

- *Staffing:* guidance department chairperson, one full-time teacher (hired), one full-time paraprofessional (grant).
- *Facilities:* All sections of the course meet in a classroom directly across the corridor from the career resource center and the guidance office. Thus, all materials, including a computer terminal for the GIS occupational and educational retrieval system are available to the students.
- *Materials and Equipment:* List of resources available on request; computer terminal, filmstrips, and cassette equipment.
- *Community Collaboration:* Members of the community have granted interviews and addressed small groups of students.
- *Financing:* implementation--staff, $15,000; materials, $1,500; ongoing--staff, position scale; materials, $500; inventories, $400; non-local funding--occupational education grant for paraprofessional and GIS system.

Materials

- Course outline, bibliographies, workshop leadership.

Advice

- Factors for success are public support, enthusiasm of staff, quality of preplanning, parent support, administrative leadership, and relevant program content. Put it together as a complete package. Give it status.

Contact: *Helen M. Hart*
Reading Memorial High School
Reading, MA 01867
(617) 944-4577

WATERTOWN: WOMEN WORKING

Watertown, with a population of 34,399, is six miles from Boston and is an industrial center.

Objectives

- To put students in contact with women working in nontraditional jobs and careers.
- To research the history of, facts about women working in America, obstacles which still face women today, and ways in which some women have overcome these obstacles.
- To build students' interpersonal communication skills, information-gathering skills, and interviewing skills.
- To raise consciousness, build commitment to equity, increase self-confidence.
- Emphasis on:

self-awareness
attitudes & appreciations
career awareness
basic competencies
decision-making

Description

- Approximately 25 students participated in the main part of the program, a five-hour per week course, "Women Working." Another 15 students joined the core group in a course, "Working Computers," taught by a woman math teacher. An additional 8 students joined most of the others in a once-a-week course, "Assertiveness," taught by a language arts teacher. All took part in a two-day career days program with 26 speakers (14 of whom were women), working in math-related careers. Six students completed community internships set up by the project director.

The "Women Working" course included career awareness activities, practice in career decision-making, and reading about women in non-traditional jobs. Students also learned about the history of women working in America and discussed issues of particular concern to working women. Students also prepared for the weekly guest interview session, the centerpiece of the course, which tied together the other components. Students took turns acting as hostess, meeting the speaker, taking the speaker on a tour of the school, interviewing her and then conducting the group interview with the guest.

Nuts and Bolts

- *Planning:* person in charge--project director; others--head teacher, home base school; director of career education, language arts teacher, math teacher. A needs assessment was carried out.
- *Staffing:* one part-time person.
- *Staff Training:* informal--weekly staff curriculum meetings. A workshop was conducted by the project director.
- *Facilities:* one classroom plus a desk area and use of phone for project director; the school van and public transportation for field trips, MOIS computer at Watertown High School.
- *Materials and Equipment:* 16 mm film projector, record player, video-tape machine, casette tape recorder, large bulletin board to display newspaper clippings, extensive readings, films.
- *Community Collaboration:* *Equal Times* (a Boston newspaper for working women) and *Sojourner* (another newspaper) donated free copies; interviews and discussions at radio and TV stations and *Boston Globe*; Educational Collaborative of Greater Boston.
- *Financing:* staffing: $7,000; materials and equipment: approximately $2,000; non-local funding: $9,000 (Division of Occupational Education, State Department of Education), $2,000 (Polaroid Foundation), $100 (New England Foundation for the Arts).

Materials

- Outline of course and a brief description of activities; suggestions for implementation; slide-tape in preparation.

Advice

- Factors for success are public support, enthusiasm of staff, administrative leadership, and relevant program content. Further recommendations and comments can be obtained from the contact person. The building which housed Home Base School has been closed because of lack of funds and Home Base has been moved into the comprehensive high school and the program has been curtailed.

Contact: *Louise E. Thompson*
Watertown Public Schools
5 Eastman Road
Somerville, MA 02143
(617) 623-5839

WILBRAHAM: TWO CAREER PROGRAMS

Wilbraham, population 12,062, is in central Massachusetts about 10 miles east of Springfield. It is a residential area and also has some light industry, including food service and processing.

Objectives

- Career Center: To provide information about self, the world of work, and decision-making.
- Work-study and distributive education: to practice work skills.
- Emphasis on:

self-awareness
attitudes & appreciations
career awareness
educational awareness
economic awareness
decision-making
employability skills

Description

- Career Center is open to all students, parents, teachers, and and other members of the community. It has a full-time coordinator and functions within the guidance program.
- Work study and distributive education are junior-senior electives, serving about 100 students each year.

Nuts and Bolts

- *Planning:* person in charge of career center--coordinator of guidance, work-study teacher.
- *Facilities:* guidance office, MOIS terminal, two classrooms and school store.
- *Community Collaboration:* Rotary Club, Boy Scout Career Exploration Survey, local employers.

- *Materials and Equipment:* Pathescope Series; Chronicle Publications; Careers, Inc. materials; vocational guidance manual, DOT *Occupational Outlook Handbook* (partial list).

- *Financing:* Career Center--$8,500 (coordinator), $10,000 (materials and equipment over 8-year period); work-study--$35,000 (salaries), $2,000 (texts).

Advice

- Factors for success include public support, enthusiasm of staff, quality of preplanning, administrative leadership.

Contact: *George C. Proux*
James Mitchell
Minnechaug Regional High
621 Main St.
Wilbraham, MA 01095
(413) 596-9011

WINCHESTER: SEEM OCCUPATIONAL DEVELOPMENT CENTER

Winchester, population 20,694, is in eastern Massachusetts, eight miles from Boston. It is a residential suburb but also has limited manufacturing.

Objectives

- To maximize occupational opportunities for 20-25 moderately to severely mentally retarded secondary students.
- To foster social growth and develop community experience skills for this same population.
- Emphasis on:

  basic competencies
  employability skills

Description

- This program, in operation since 1979, is designed to provide secondary-level, moderately to severely retarded students with a variety of occupational training and career awareness experiences. The ultimate goal is to enable students to make career choices, participate in job training, and secure employment compatible with their interests and abilities.
- Three levels of training are provided: part-time training, full-time training, and on-the-job training at community sites. The program stresses the development of work habits, attitudes and skills, work-related living skills, on-the-job socialization skills, appropriate work behaviors, and career and life decision-making techniques.

Nuts and Bolts

- *Implementation Requirements:* staff facilities and materials available for an in-school occupational center; staff available for developing and supervising community-based job sites.

- *Financing:* requirements will depend on number of students served, existing staff, facilities, and resources. Estimated per pupil cost: $3,300. Funding--Title IV-C, three years.

- *Evaluation:* The program was evaluated for effectiveness based on student improvement on production tasks, social skills and work adjustment. Significant improvement was noted in all areas. The project has been validated by the Massachusetts Department of Education.

Materials

- The following services are available on a fees negotiable basis: introductory presentation of the program, a workshop on developing vocational training activities in the school, a workshop on developing on-the-job training sites in local businesses, and consultation by phone and site visits during implementation.

Contact: *Rick Fentin*
SEEM Collaborative
15 High Street
Winchester, MA 01890
(617) 944-4733

-Myla Krippene, Hyannis.

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ATTLEBORO: PROJECT POTENTIAL

Attleboro, population 34,221, is in Southeastern Massachusetts, 12 miles from Providence, and 32 miles from Boston. It is an industrial center.

Objectives

- To develop a personalized education program for grades six through twelve in which students relate the arts, sciences, humanities, and technologies to the world of work.
- To help students acquire the skills necessary to make sound personal, social, and career decisions based on their short and long term goals.
- To develop a corps of teacher-advisors who will work with small groups of students to help them understand the relationship between their educational experiences and their future roles as adults.
- Emphasis on:

economic awareness	*self-awareness*
decision-making	*attitudes/appreciations*
basic competencies	*career awareness*
employability skills	*educational awareness*

Description

- Project Potential, in operation since July of 1977, is a model program initiated with a three-year Title IV-C grant. It is designed to personalize education in grades six through twelve, using a corps of teacher-advisors trained in career development and interpersonal communication skills, through staff workshops. These individuals work with small groups of students.

Workshops in career development are open to all school staff and administrators on a voluntary basis. Led by teacher-counselor teams, the workshops help participants infuse career awareness, decision-making, goal setting, self-awareness, and values clarification into their classroom curriculum. Workshops include a business/industry on-site component. A career resource center and the services of a career specialist are available to all staff. Teams of guidance personnel develop and implement small group guidance curricula designed to provide personalized and indepth services for students. Counselors also provide training and support to the teacher-advisors who work with their counselees.

Minigrants are available to teachers who would like to design programs which involve students in the community. For example, one science teacher designed a class research project on insect control which involved his class and members of the local Audubon Society.

In January 1981, Project Potential was expanded to address basic skills/on-the-job skills in grades 4-7. The program is part of our plan to develop a comprehensive career education program K-12. Funding is from P.L. 95-207. Project Potential will correlate the basic skills identified by the Attleboro Basic Skills Improvement Plan with specific on-the-job skills identified by the local work community. Potential will train staff, grades 4-7, and students to interview community members to identify the basic skills used in the local job market. Staff, students, and community members will develop career cluster learning packages that will become part of the Attleboro curriculum, grades 4-7. Evaluation will be objective-based and will measure growth to the students' career awareness and positive attitude towards the basic skills.

Nuts and Bolts

- *Planning:* person in charge--assistant superintendent for curriculum; others--curriculum management team, supervisor of guidance, career guidance specialists, teachers, counselors, administrators, students and community members of career advisory committees, and vocational advisory committees. The curriculum management team identified the need to personalize secondary education using needs assessments. Total group discussed ways to incorporate career education and other related programs already in place. The system curriculum coordinators, supervisor of guidance, and career guidance specialist refined the committee's work and wrote the grant proposal.

- *Staffing:* project director and secretary. Teacher, counselor, and administrator participation was voluntary.

- *Staff Training:* Consultants trained teachers and counselors as workshop leaders. Teams of trained teachers and counselors conducted multiple 10-hour workshops for each building. Content included techniques for relating curriculum content to the individual needs, interests, and abilities of students and strategies for helping students to set short-term learning goals and plan for long-term life goals. Consultant-led workshops in interpersonal communication strategies were also offered.

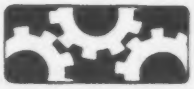
- *Community Collaboration:* Members of the area's business/industrial community are members of the advisory committee; corporations, agencies, and individual community members provided site visits for staff members and students. They also helped develop community-based activities for students.

- *Financing:* staffing--depends on local salary scale; reference materials--approximately $10 per workshop participant; workshop time--depends on local salary scale; consultant fees--$1,500 a year; non-local funding--Title IV-C for three years.

- *Some Resources Used:* TEXTS--Merrill Harmen, Howard Kirschenbaum, and Sidney Simon, *Clarifying Values Through Subject Matter* (Minneapolis: Winston Press, Inc.); Sidney Simon, Leland Howe, and Howard Kirschenbaum, *Values Clarification* (New York: Hart Publishing Co., 1972); Allen Wheelis, *How People Change* (New York: Harper & Rowe, 1973); Jack Canfield and Harold C. Weils, *One Hundred Ways to Enhance Self-Concept in the Classroom* (Englewood Cliffs: Prentice Hall, 1976); *If You Don't Know Where You're Going, You'll Probably End Up Somewhere Else,* Pennant Educational Material, 8265 Commercial St., La Mesa, CA 92041).

  FILMSTRIPS: "Career and Lifestyles," "Adolescent Experience," "Relationships and Values," Guidance Associates, 755 Third Ave., New York, NY 10017.

  CURRICULUM MODELS: H. B. Gelatt, Barbara Veraenhorst and Richard Carey, *Deciding* (College Entrance Examination Board, New York, NY 10011); H.B. Gelatt, Barbara Veraenhorst, and Richard Carey, *Decisions and Outcomes* (College Entrance Examination Board, New York, NY 10011); Hooker and Fleming, *Me and Jobs* (Educational Design, Inc., 47 West 13th St., New York, NY 10011).



Materials

- Grades 6-12 career development infusion materials, guidance curricula, and teacher-advisor models. Also, career development workshop leadership/consultants.

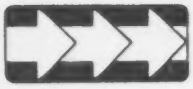
Advice

- Factors for success were public support, enthusiasm of staff, quality of preplanning, parent support, administrative leadership, need for program content, willingness of area business and industry to participate in program. With administrative support you get unlimited returns on your investment of time, effort, and money. Without administrative support, only portions of the project should be attempted.

Contact: *Barbara Churchill*
Attleboro High School
Attleboro, MA 02703
(617) 222-5150

DRACUT: STRATEGIES FOR EMPLOYABILITY

Dracut, population 21,176, is in northeastern Massachusetts, 28 miles from Boston and 8 miles from Lawrence. It is a residential and farming community.



Objectives

- To provide students with an opportunity to choose careers based on their personal abilities and interests rather than on sex bias or stereotyping.
- Emphasis on:

self awareness	*economic awareness*
attitudes & appreciations	*basic competencies*
career awareness	*employability skills*
educational awareness	*decision-making*

Description

- The program, in operation for two years, serves grades 7-12. The amount of time spent is up to the individual. The range is from once or twice a week to three times a month. All students are given career information. Community resources are used extensively.

Nuts and Bolts

- *Planning:* person in charge--coordinator of career education; other--occupational education specialist.
- *Staffing:* one full-time occupational information specialist, one part-time secretary, two part-time supervisors.
- *Staff Training:* training by career education coordinator; periodic career workshops.
- *Facilities:* computer-based Guidance Information System, career resource center in guidance office.
- *Materials Used:* assorted films on career stereotyping, Guidance Associates; "Occupational Briefs;" *Occupational Outlook* (handbook); career kits; workbooks; pamphlets.

- *Community Collaboration:* IBM Corporation, cosmetologists, St. John's Hospital, Lowell General Hospital, Scopus Corporation, Women in Construction Project - to name a few from an extensive list of local industries, human service agencies, and hospitals. Doctors, including psychiatrists, have served as speakers.

- *Financing:* approximately $16,000 per year for staff.

Materials

- Career Resource Center Master Index.

Advice

- Factors for success are public support, enthusiasm of staff, and quality of preplanning.

Contact: *Marianne Zounes*
Dracut Public Schools
Dracut, MA 01826
(617) 957-0511

HOPEDALE: PROJECT CAREER CHOICE

Hopedale, in east-central Massachusetts, has a population of 3,904 and is 20 miles from Worcester. It is an industrial village.

Objectives

- To increase students' awareness of self and of the values involved in career choices.
- To provide opportunities to explore five occupational clusters.
- To increase knowledge about career resources.
- To improve knowledge of specific skills and attitudes required in occupational choices.
- Emphasis on:

self-awareness	*economic awareness*
attitudes & appreciations	*basic competencies*
career awareness	*employability skills*
educational awareness	*decision-making*

Description

- Project Career Choice, in operation since 1977, includes five career clusters: manufacturing, construction, computer programming, business, and home economics. Each teacher exposes students to careers by providing hands-on activities which are intellectually stimulating. In addition, the guidance counselor leads a seminar for seventh graders on fundamental elements of career decision-making. Each class takes a field trip to a local business or industry within its cluster area. Field trips are sponsored by business people in the Hopedale-Milford community. The students also take a few all-day trips to explore a large company or place of business. These major field trips bring students to the larger cities so as to remove some of the mystery and reluctance about considering a future in an urban area.

  The project also includes speakers representing local businesses and professions. Other components are video taping, a resource center, and mini-projects based on specific student needs.

Nuts and Bolts

- *Planning:* person in charge--project director; others--teachers, guidance counselors, and a community advisory board. Following a needs assessment an interdisciplinary planning team developed an outline and objectives. Career education curriculum materials were ordered from each of the state departments of education. Reference materials from the Title IV-C staff, Institute for Governmental Services, and text books were also helpful.

- *Staffing:* One full-time director, one full-time secretary, six teachers or counselors.

- *Staff Training:* Two-week summer workshop, weekly planning meetings, use of paid consultants (total time: 10 days), plus locally generated materials.

- *Facilities:* Classrooms, guidance library, project office.

- *Materials:* Video equipment (to tape mock interviews), fully-equipped construction and metal shops, business simulation room (including microcomputers, typewriters, and calculators), free movies and resources, the monthly *Career Education Workshop*, and state publications. Bibliography available.

- *Community Collaboration:* Particularly helpful have been the Chamber of Commerce, professional organizations such as the Massachusetts Bar Association, American Dental Association, and colleges (Dean Junior College and Central New England, among others).

- *Financing:* staffing: in-service workshops (local rate for teachers) plus consultant; other: curriculum materials, postage, telephone, supplies. If the shops, home economics areas and business areas are fully equipped, little more equipment is needed. Career resource center: at least $2,000 per 500 students. Non-local funding: all funding from ESEA, Title IV-C.

Materials

- Curriculum material for business, guidance, construction, manufacturing, and home economics also an overview of all the project classes, activities, and resources, planning materials and a bibliography.

Advice

- Problems encountered were lack of parent support and inadequate financial support. Factors for success are enthusiasm of staff, quality of preplanning, administrative leadership, and relevant program content. A program such as this needs yearly financial support plus the strong support of administration in scheduling and planning.

Contact: *Kevin P. Dwyer*
Hopedale Junior-Senior High School
Hopedale, MA 01747
(617) 473-5149

PALMER: PROJECT M.O.R.E.

Palmer, in south-central Massachusetts, 15 miles from Springfield, has a population of 11,410. It is an industrial area.

Objectives

Career Information and Guidance Center

- To develop techniques and materials for infusion into at least one course in each high school department.
- To teach job-hunting skills, job application, and job interviewing.
- To improve skill of seniors in writing a resume.
- To provide students in grades 4 and 5 with information about the fifteen United States Office of Education (USOE) career clusters.

Work/Study Program

- To promote satisfactory attendance, promptness, cooperativeness, and ability to follow directions on a job site.
- To develop positive attitudes toward the world of work and making a career choice.
- Emphasis on:

self-awareness	*career awareness*
attitudes and appreciations	*decision-making*

Description

- Project M.O.R.E. (More Orientation Regarding Employment) has been in operation since 1977. It primarily services students in grades 4-12. (However, AV and standard printed material is supplied to grades K-3.) Select groups of fourth and fifth grade students are involved in five sessions involving career awareness; eighth grade students in six sessions of career awareness and decision-making; eleventh grade students are administered Strong-Campbell or CAI interest inventories. Also, eleventh grade students participate in a two-week workshop on job-hunting skills and job interviewing. Twelfth grade students participated in a workshop on resume writing. Individual classes hear guest speakers and attend other special programs.

Nuts and Bolts

- *Planning:* person in charge--project director; others--director of guidance, all principals, and cross-section of community leaders.

  About four years ago the present superintendent introduced the need for a K-12 career education program and organized a committee for its development. He also formulated the concept of an eighth grade careers exploration program and with the help of staff, introduced it into the schools.

  A project seeking federal funds from the Division of Occupational Education for a cooperative work study program was approved and initiated during the school year 1976-77.

  The superintendent then developed and wrote Project M.O.R.E., requesting funds to organize a career information and guidance center, expand the cooperative work-study program, and purchase additional audio-visual materials and equipment for use in the eight grade careers exploration program. Project M.O.R.E. was approved and funded for $41,300 for 1977-78, for $37,000 for 1978-79, and for $37,000 for 1979-80.

- *Staffing:* two professional staff and one clerk; one professional staff and one clerk for 1981-82.

- *Staff Training:* All lesson plans and activities are developed with the teacher and/or department involved, i.e. resume workshop with English department, health day with science department. All teachers have a bibliography of AV material available in the career information and guidance center.

- *Facilities:* career information and guidance center; Massachusetts Occupational Information System (MOIS) computer link.

- *Some Resources Used:* Vocational Biography Series; Career Opportunity Boxes; SRA Career Briefs; SRA Career Exploration Games; filmstrips and cassettes; *Career World; Real World;* USOE career cluster boxes; approximately 200 books on specific careers; Strong-Campbell and CAI interest inventories; *World of Work* series.

- *Evaluation:* validated by Massachusetts in June of 1979.

Advice

- Factors for success are public support and enthusiasm of staff.

Contact: *Dr. William Nelligan*
24 Converse Street
Palmer, MA 01069
(413) 283-9813

QUABBIN: TICCO

Quabbin Regional High School is in Barre, about 20 miles northwest of Worcester. The district includes Barre, Hardwick, Hubbardston, and Oakham, with tuition students from New Braintree. The region is mostly agricultural with some limited industry.

Objectives

- To have each teacher prepare a lesson linking subject matter to careers.
- To catalog and cross-reference all materials in the resource center, relating them to specific academic curricula.
- To educate teachers regarding resource center materials and services available from guidance department.
- Emphasis on:

career awareness	*economic awareness*
educational awareness	*decision-making*

Description

- TICCO (Teacher Infusion of Classroom Career Orientation): teachers participated in career education workshop and also received instruction from the project coordinator on resources at the career information center as preparation for writing unit lessons and infusing career education into the regular curriculum. All materials at the resource center were catalogued and cross-referenced. Newly prepared units were implemented during the 1980-1 school year. Pre-tests were given to students and teachers in May of 1980 and post-tests in May of 1981, to determine the effectiveness of the program.

Nuts and Bolts

- *Planning:* Person in charge--guidance director; others--counselor, teachers. Project was outlined at a faculty meeting in January of 1980. Project coordinator met with department chairpersons to further explain details of project and with each department separately.

- *Staffing:* Project was overseen by guidance director, while a counselor coordinated the work and gave inservice training.
- *Staff Training:* Workshop on orientation given by Dr. Ronald Fredrickson. Orientation to career information center by guidance counselor.
- *Facilities:* classrooms, career information center, MOIS.
- *Community Collaboration:* speakers for our seminar program.
- *Financing:* $14,000 for writing and printing curriculum. State funds were used (occupational education grant).

Materials

- Handbook of units for classroom infusion. Guidance director will be happy to be called upon as a consultant in implementing a comprehensive plan similar to this one.

Advice

- Factors for success were enthusiasm of staff, quality of preplanning, administrative leadership, and relevant program content. TICCO is only one part of a four-part comprehensive, grades 7-12, developmental career guidance program. Set your goals and take one part of the program at a time. Do not attack everything all at once.

Contact: *Albert J. Cormier*
Quabbin Regional High School
Barre, MA 01005
(617) 355-4651

SOMERVILLE: CAREER AWARENESS

Somerville, in the metropolitan Boston region, has a population of 77,393. It is mostly residential but has some light industry.

Objectives

- To expose students to a wide variety of possible careers.
- To teach students how to achieve their career objectives.
- Emphasis on:

self-awareness	*educational awareness*
career awareness	*economic awareness*

Description

- In the junior highs during English class all 9th graders participate in career awareness activities which include an interest test (part of MOIS) and a career day. At the high school level during department-oriented career months guest speakers talk to appropriate classes. Also, students participate in an all-school career day which includes a large variety of speakers. Career counseling utilizing MOIS is available to all students. The program has been in operation since 1978.

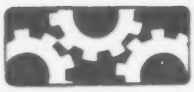
Nuts and Bolts

- *Planning:* person in charge--career education specialist; others--junior high career education specialist. Useful resources are standard commercial and Department of Labor publications.
- *Staffing:* Two full-time staff--one for high school and one for three junior highs; guidance counselors as referral sources.
- *Staff Training:* Specialists conduct workshops for classroom teachers on regular basis in junior highs.
- *Facilities:* MOIS computer in high school and junior highs.

- *Materials/Equipment:* "Career Opportunities"(filmstrips, cassettes), *Career World,* Hoffman series on individual careers, MOIS, General Electric career posters (excellent).

- *Community Collaboration:* In 1979-80, more than 150 guest speakers in schools from private and public businesses and organizations. Field trips for guidance counselors and students.

- *Financing:* Staffing: no cost to school department; materials/ equipment: $7,100; non-local funding: junior high specialist, P.L. 94-482; high school specialist, CETA.



Materials

- Elementary and junior high workbooks.

Advice

- Problems encountered were inadequate financial support and lack of administrative support. Factors for success were support of staff, administrative leadership, and the relevant program content.

Contact: *Phyllis Beck*
Somerville High School
Somerville, MA 02143
(617) 666-5700

SPRINGFIELD: CAREER INFORMATION CENTER

Springfield, population 152,212, is in west-central Massachusetts in the Connecticut River Valley. It is an industrial and trading center.

Objectives

- To establish an occupational and educational career center in each secondary school.
- To expand information on career education into the guidance program.
- To assist students in the selection of careers related to the ones they have chosen to follow.
- Emphasis on:

attitudes & appreciations	*basic competencies*
career awareness	*employability skills*
educational awareness	*decision-making*

Description

- The program, in operation since 1975, serves all secondary students in the Springfield school system. The time spent varies with situation and need. Community sources such as local industry, Chamber of Commerce, social agencies, government agencies, school volunteers, are used. Speakers, field trips, career films, career weeks, career materials, career counselors, class projects, are included in the program.

Nuts and Bolts

- *Planning:* person in charge--career counselor; others--director of bureau of pupil services, director of occupational education, school counselors, principals and aides. Pupil needs were assessed, aptitudes and interests measured, individual and group meetings held. Resources used were career education materials in guidance office.

- *Staffing:* two full-time career counselors and a school aide in counselor offices.
- *Staff Training:* career counselors.
- *Facilities:* career information center, computer-based guidance information system.
- *Materials and Equipment:* Guidance Information System, printouts on occupational career lists, slides, tapes, films, periodicals, books, pamphlets.
- *Community Collaboration:* school volunteers for speaker programs; Chamber of Commerce for industry field trips and literature; hospitals and social agencies for speakers and tours.

Advice

- A problem encountered was inadequate financial support. Factors for success are public support, quality of preplanning, administrative leadership, and relevant program content.

Contact: *John F. Doyle*
Bureau of Pupil Services
Springfield School Department
195 State Street
Springfield, MA

WEBSTER: CAREER EDUCATION RESOURCE CENTER

Webster, with a population of 14,371, is in south-central Massachusetts, 18 miles from Worcester. It is an industrial area.

Objectives

- To familiarize students with various careers and ways to prepare for them.
- To acquaint students with curriculum and teachers through the career week program based on the 15-cluster system.
- Emphasis on:

self-awareness
career awareness
educational awareness
economic awareness
employability skills

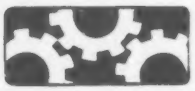
Description

- Grades 7 and 8 students meet four periods daily. Each group meets one period in a six-day cycle. Each participating teacher is assigned one day and one period for the career week of his or her preference. Guest speakers include department heads, staff members, administration, and members of the community.

Nuts and Bolts

- *Planning:* person in charge--paraprofessional under supervision of guidance director; others--department heads, faculty, administration, office personnel, community professionals. Department heads are assigned a cluster title by a letter introducing the program.
- *Materials Used:* occupational outlook handbooks, career reprints, books, audio-visual material, micro-fiche, *Career World, Real World,* career kits, casettes, filmstrips, many files of free literature from various agencies and organizations. Detailed list available.
- *Staffing:* one teacher and one paraprofessional under supervision of guidance director.

- *Staff Training:* career resource center training project with Dr. Ronald H. Fredrickson.
- *Facilities:* auditorium, gym, labs, guidance department, resource library.
- *Community Collaboration:* guest speakers, friends or relatives of students, and faculty.
- *Financing:* staffing--$7,777; materials--$1,000; non-local funding--two federal grants, $2500 each.



Materials

- Complete program description is available.

Advice

- One problem encountered was inadequate financial support. Factors for success are public support, enthusiasm of staff, quality of preplanning, parent support, and administrative leadership. The program is coordinated through the guidance department by the guidance director.

Contact: *Connie A. Gravel*
Bartlett High School
Webster, MA 01570
(617) 943-8552

PART III: IMPLEMENTATION OF PROGRAMS

-Julie McCormick, Osterville.

PART III

PLANNING AND IMPLEMENTING CAREER EDUCATION PROGRAMS

The material presented in this guide indicates that there is no one model career education program. There are many kinds of programs, each appropriate to different school settings. This section provides a brief overview and summary of program directors' comments on reasons for success and advice relative to program implementation. New program planners should use this information in deciding on planning strategies and anticipating possible problems.

Variables in Career Education Programs

Readers will note the many variables in the program described. Taken together, these variables represent the context in which programs are implemented. Each of these affects how a program is planned and include:

Geographic Setting: from rural communities to residential suburbs and large metropolitan centers. *Population Characteristics:* homogenous and long-settled, biracial or multiracial, and newly-settled. *Scope of Program:* single unit, one-school projects, or district-wide programs. *Age Level:* elementary, middle, junior high, senior high, combination of these, or K-12 programs. *Type of Students Served:* homogeneous or heterogeneous populations, special needs, disadvantaged, women, bilingual.

These variables and the many possible combinations thereof, result in different emphases among program objectives and the methods used to achieve them. For best results, planners of new career education programs should develop a contextual overview of their own program and then refer to those projects which relate in any way to the particular characteristics of their own locale and student needs.

Constants Across Programs

While there are variables, there are also constants. Overall objectives are the same: to broaden students' horizons in regard to self-awareness and career awareness. This is accomplished by providing easily accessible, well-organized, and meaningful information, as well as providing opportunities--at higher grade levels--to utilize that knowledge and to develop skills for the world of work.

There are also notable constants among the factors cited as contributing to the success of the program. "A director with drive" transcends whatever permutations and combinations of variables that shape a particular program. The enthusiasm of staff members is emphasized in most commentaries. This enthusiasm is generated by active staff participation in planning procedures, as well as in all stages of program implementation. Also, staff enthusiasm seems to be correlated closely with the quality, extent, and

timing of staff training and preparation. For example, one director emphasized the difficulty of providing teacher training while the program is being implemented. Another stressed the importance of staff commitment before training workshops are planned. Conversely, one carefully planned and developed program which came to our attention was never implemented, in the words of its developer, "because other staff members were not involved in the preparation of the materials."

Also at the top of the list of ingredients for success is the quality of pre-planning. "Start early," "plan at least for three-quarters of the year to implement the programs."

Differences in Implementation Strategies

There are differences of opinion on overall strategies and tactics to implement programs. Careful reading of the program descriptions reveals that such differences can be accounted for by the combinations of variables in school setting, community setting, and student population. For example, some directors stress the need to involve business and industry to support a program or the importance of utilizing volunteer professionals in the community. Parental support is stressed in programs serving multiracial populations.

Also, there are differences in advice given regarding the pacing of programs. "Put it together as a complete package," or "set your goals and take part of the program at a time." "Do not attack everything at once." Here again, the particular details of the program and the school and community environment may explain such conflicting advice.

Finance

Last, there are some great differences of opinion regarding the cost of implementing and sustaining a career education program. Some say a program needs yearly outside financial support, such as government grants or funds from business or industry. Others say grants help but are not necessary. One director notes the value of stipend money "for encouragement." The overall effect of Proposition 2½ was to make the implementation or maintenance of career education programs more difficult and several excellent programs were eliminated completely because of the impact of the legislation. Most career education programs, particularly those which were long-established, have survived with varying degrees of modifications as the result of budget cuts in salaries, services, or materials. Again, the variety in kinds of career education programs presented in different environments to different student populations helps to explain the difference in financial considerations.

Summary

As shown, there are many variables that program planners must consider when starting out. A first step is to develop an overview of the program context. This includes: geographical setting, economic context, population

characteristics, scope of program, age level, type of student, and finances. Each of these variables affects program objectives and outcomes.

There seem to be certain prerequisites for all programs. Most of these center around staff involvement. A committed director and well-informed, trained, and involved staff are a necessity. Careful planning, which itself provides a basis for increasing staff involvement, is vital.

Specific implementation strategies will vary depending upon the program context. Involvement of people outside the school including parents, business/industry, and volunteer professionals is highly recommended. Sequencing of program components may vary, although it seems important to concentrate on one aspect at a time.

The amount and kind of financial support needed is also dependent on the program context.

These, of course, are only general comments. Planners of new programs are advised to refer to specific program descriptions for more assistance.

Readers should take advantage of the opportunity to acquire "Materials Developed and Available" as well as utilize any services which are listed. Also, it is hoped that they will accept the many invitations to visit the schools where the programs are in operation, or to write or telephone for further information.

PART IV: APPENDIX

-Jennifer Donley, Hyannis.

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